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UNITED STATES DEPARTMENT OF AGRICULTURE

Soil Conservation Service

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U. S. DEPARTMENT OF AGRICULTURE

FIELD MEMORANDUM SCS 1103

Re: Educational Relations

June 30, 1944

TO ALL RANKING FIELD OFFICERS:

The rapidly increasing interest in conservation of soil and water throughout the country at once increases our opportunity for educational work and imposes upon us added obligations.

It is most heartening that so many people want to know about soil and moisture conservation. It is heartening too, to realize that the country's educational institutions, for the most part, are eager to give them this information. This puts the matter squarely up to the Soil Conservation Service. We have the information and it becomes our duty to see that it is made available to everyone.

As I see it our responsibility in the education field is one of specialized cooperation with professional educators rather than a pedagogical one. Preparation of graded courses for the use of teachers and schools is outside our proper field of education activities. So is teacher training work. For us to engage in this sort of work would be as presumptuous as for a county superintendent of schools to tell us how to develop farm plans. It is important for us to keep in mind that we are not educators, professionally speaking, and it is inappropriate for us to set ourselves up to do someone else's job. I believe that we can do our educational job more satisfactorily by furnishing to the educators all the information and assistance we can give them, rather than by trying to be professional educators ourselves.

We have embodied the conclusions reached in a four-point educational program which I believe we should follow:

It should be the function of our educational relations program --

1. To supply information on land, water, erosion and conservation to schools, teachers, and educators in general.
2. To consult and advise with educators on the teaching of conservation.
3. To encourage the inclusion of conservation studies in elementary, intermediate and high school and in college curricula, and to assist in this work.
4. To cooperate and assist in the preparation of text books showing conservation's place in civics, agriculture, economics, geography, science, and other courses.

We are continuing our study of the educational problems and possibilities facing the Service. The four points listed above are hereby established as our guide in educational relations.


Chief

